Environment template (REF5)

Institution: University of the West of Scotland

Unit of assessment: 22

a. Overview

The university submitted its social science research to (former) UoA40 in RAE2008. 15% of activity was graded 4*, 15% 3*, 30% 2* and 40% 1*. The results profile was good for a post-1992 institution and we were one of only three post-1992 universities in the UK to have 15% of its activity at 4*. Within Scotland, we were ranked second only to Edinburgh in this regard.

Research within UoA40 was contained within two main themes, namely:
- Social exclusion and marginalisation.
- Children and young people

The first of these related both to theoretical work on aspects of exclusion, and also to research on the exclusion of particular groups and communities within society; the latter was often highly applied in nature. The second theme related predominantly to work on child employment which had been a research strength since the 1990s, but also social services for young people.

These two themes have been developed in the period following the last RAE and this, together with the arrival of new colleagues in the intervening period, has led to the emergence of new thematic strands. These are reflected in new research structures within the School of Social Sciences, which mirror our current research strengths as well as our future aspirations. There are four research groups, to which all research-active staff belong. These are:
- Applied Psychology. This includes those working on the Children and Young People research theme (**McKechnie**, **Hobbs** and others submitted to UoA25)
- Health Behaviours and Policy. Research undertaken on drugs policies, and on health inequalities, related to marginalised groups is submitted here (**Collins, Gunson, McPhee, Taylor**).
- Social Work. This is a developing group, from which only **Ferguson** is submitted here.
- Civil Society and Governance. All others submitted to the REF belong to this group, as issues of exclusion, marginalisation and social policy are central to its core research themes, namely: Social Change and Social Justice; Globalisation, Government and Governance; Identity, Ethnicity and Migration; and Crime, Society and Justice.

Social exclusion and marginalisation

Within the broad theme of exclusion and marginalisation, there are three sub-themes reflecting the different emphases of individuals' research. The first sub-theme is concerned with aspects of _migration and integration_. **Gilligan** focuses on integration policy (particularly in Ireland) and explores the divisions within Irish society, often along religious and ethnic lines. His work includes research on the Peace Agreement, the experiences of political violence on the Northern Irish communities and attitudes to migration and integration in the post-conflict era. In regard to individual marginalised groups, **Sim** has researched refugees and asylum seekers, **Clark** focuses on Roma and gypsy travellers, and **Glynn** on the Bengali community in London.

The question of long-term integration is closely linked to individuals' sense of national identity. Within the Irish context, for example, the work of **McNally** explores aspects of Irish nationalism and nationalist rhetoric. Closer to home, research by **Leith** and by **Sim** focuses on aspects of nationalism and national identity in Scotland itself and within the Scottish diaspora. **Leith**'s work is political, linking the growing strength of Scottish identity to the devolution process, while **Clark** explores distinctions between civic and ethnic nationalism. **Leon-Solis** explores identity and nationalism in Catalonia and the ways in which it is depicted in the Spanish media.

A second sub-theme focuses on _inequalities and marginalisation within communities_. **Collins**'s research explores inequalities of health and the so-called 'Scottish Effect', with West Central

Scotland's poor health record being a matter of policy concern; some of his work focuses specifically on the post-industrial town of Clydebank. **Ferguson**'s research focuses on the promotion of social justice and the role played by social work in a changing policy environment.

In order to tackle marginalisation within such communities, the promotion of community development and participation is important, so that those who feel excluded may engage more fully with the democratic process. **Collins**'s work also looks at community development on Clydeside, while broader issues of community engagement, participation and deliberative democracy are explored in the work of **Elstub**. Lobbying as a means of effecting greater change within the political process is explored by **Dinan**, while **Pyper** has undertaken broader research on aspects of governance. **Gunson**'s work, which is of a more philosophical nature, addresses broader ethical, justice and human rights issues

The marginalisation of individuals and communities sometimes leads to deviant behaviour and a third sub-theme is that of _deviance, and the criminal justice response_ to such behaviours. **Taylor**'s research focuses primarily on the transmission, risk factors and prevention strategies for hepatitis C among people who inject drugs; most of her work is interdisciplinary and conducted with colleagues across the UK. There is related work by **McPhee** on drug policy. In terms of the criminal justice response, **Rodger** looks at anti-social behaviour and the criminalisation of social policy. **Sproat** has undertaken research on serious and organised crime including asset recovery, while **Sapouna**'s research is on bullying and victimisation.

Children and Young People

The second main area of research within the School focuses on children and young people. It should be noted, however, that much of this research is multidisciplinary and some has been submitted to UoA 25 (Education), including research on young people and gangs.

One significant area is that of _youth employment_ and the work of **McKechnie**. He established the Child Employment Research Group here in the 1990s and has developed a national and international reputation for his research. His work covers issues such as child employment legislation, the work undertaken by schoolchildren and the risks experienced by child workers. Some of **McKechnie**'s work is co-authored with **Hobbs,** who was submitted to RAE2008 as a Category B researcher. Upon retiring from the university, he was awarded a Leverhulme Emeritus Fellowship to allow him to continue his research; he remains research-active as an honorary researcher within the School but is not submitted to the current REF.

The second main area of work relates to _schools policy and educational experiences_. **Arnott**'s work covers educational policies particularly in relation to citizenship, while **Clark** has explored the impact of school experiences on aspects of policy, in this case land reform. **Sapouna**'s focus is on bullying and the victimisation of school pupils, while **Martin**'s research is on violent behaviour within schools.

Summary
There is an inter-relationship between the School's two main research themes, based upon common methodological concerns. Researchers in both areas tend to focus primarily on qualitative research involving the 'voice' of users. Thus marginalised individuals and communities may have their voices heard and this has the ability to inform policy at national and local level. There is also a growing interest in policy transfer (**Rafanell**) and transnational policy making in relation to health (**Connolly**). The research in UoA22 is therefore of an applied and policy-relevant nature.

b. Research strategy

At University level, UWS has embarked on a £3.8m academic development programme to recruit 70 new academic staff, mostly early career researchers. Not all will be returned in the REF 2014 but they represent investment for the future in their discipline.

During the period 2011/12 the University also embarked on a process of reorganising its research structures and 18 new Institutes or Groups were formed, based in Schools. £1m per annum is being invested into these Institutes over the next four years and these are the focus for all research activity across the University. The University continues to invest over £1m per annum in building its Research Student population to 500 students by the year 2015. Currently one third of its 416 RPG students is funded externally and two thirds from internal sources.

The School of Social Sciences' new research structure reflects the University's *Research and Knowledge Exchange Strategy.* The School is the focus of research support funding allocated on a formula basis, and the full range of School research activities are fully underpinned by a vibrant and organised research culture, not least through the commitment to research-led teaching and learning, the expansion of taught Masters programmes and the expansion of the postgraduate research community.

As noted above, there are four research groups, namely Applied Psychology; Health Behaviours and Policy; Social Work; and Civil Society and Governance. This structure reflects our areas of research expertise and areas of thematic strength described within this submission. It also reflects emerging areas of research which do not necessarily feature here, but represent areas of potential and growth beyond the REF, and cross-disciplinary working in research. The structure is managed by two senior members of staff with responsibility for leading in research matters and who formulate and implement research policy and strategy, and report to the School Management Group on an ongoing basis. There are, in addition, various initiatives which cut across research groups, including a regular staff seminar series at which individuals are encouraged to present and discuss their research and university-wide research conferences and poster days.

The UoA submission is not synonymous with any one research group, a reflection of the multidisciplinary nature of our research. Building on our submission to the 2008 RAE, the strategy for this UoA included the following:
- To aim at least to double in size the submission to REF 2014. As only 7 members of Category A staff were included in 2008, this would involve an increase to 14. Staff who were not returned in 2008 were to be assisted to develop research and new appointees were to be research active. This has been achieved and the present REF submission includes 22.8 FTEs.
- To have at least one completed PhD per submitted staff member by 2014.
- To encourage each research active member of staff to have at least two PhD students. The postgraduate population has expanded significantly and is described in c(ii) below.

c. People, including:
  i. Staffing strategy and staff development

The 2008 RAE took place at a time of considerable change, as the University of the West of Scotland was being formed as a merger of the University of Paisley and Bell College. There were relatively few research active staff at Bell College and the RAE submission to what was then UoA40 comprised only 7 staff. Four of those staff (**Collins, Elstub, McKechnie,** and **Sim**) are included again here, while **Taylor** was submitted in 2008 to what was then UoA7.

The significant increase in the numbers of staff submitted to what is now UoA22 (22.8 FTE) reflects a number of factors:
- Some staff who were recent appointees in 2008 have been supported to enable them to develop a full REF entry (**Leith, Rafanell**).
- Staff who were research active but who did not have an entry in 2008 have been assisted to develop a full entry for REF 2014 (**Gunson, McPhee, Rodger**).
- A significant number of staff have left the university, many of whom were not research active. All new appointees (all appointed to permanent contracts) are researchers and are included in this submission (**Clark, Connolly, Dinan, Ferguson, Gilligan, Glynn,**

McNally, Martin, Pyper). The post at UWS is the first permanent appointment for **Connolly** and **McNally.** The appointment of these staff has helped to reduce the age level of the UoA and allows for long term research planning and sustainability.

- The university has expanded its research in particular areas and this has led to the appointment of new, research-active staff, for example, **Sapouna** and **Sproat** in Criminal Justice and **Arnott** (Public Policy).

Not all new staff (including early career researchers) are being submitted at this time.

The university operates a system of activity planning for staff, allocating time and resources to research, teaching and administration. Research active staff are allocated a higher research time allocation, to protect that time and to assist in research development. Research is supported financially through funds made available through the School and allocated through the research groups described above. Funds support conference attendance, doctoral research students working with staff, and the development of research proposals which may then be submitted for external funding. Some staff have benefited from financial support to buy teaching relief, to enable them to complete research projects and papers.

Staff without doctorates are encouraged to study for them. Five staff in the School were awarded doctorates during the current REF period, two of whom (**Gunson** and **McPhee**) are included in this submission. New staff are expected to study for the Postgraduate Certificate in Teaching and Learning in Higher Education, and supervisory training is available for staff who have no experience of supervising doctoral students.

The university also operates an internal promotions strategy, rewarding staff for outstanding performance, often in research; several staff submitted here (**Collins, Elstub, Leith, Gunson, McPhee)** received promotions during the current REF period. Early career researchers are supported by a mentoring scheme and staff have the opportunity to work flexible hours.

ii. Research students

The research strategy post-2008 was to have at least one completed PhD per submitted staff member by 2014. Staff submitted to UoA22 have supervised 22 doctoral students to completion, of which 9 have been at UWS and 13 at other universities – either prior to joining UWS or in the role of external supervisor.

Additionally, each research active member of staff was encouraged to have at least two PhD students. UWS has significantly expanded the numbers of research students, primarily through a university studentship scheme. Staff proposals for doctorates are ranked in terms of their 'fit' with the university's main research themes and UoA entries, and are then advertised. Numbers of doctoral students have risen over the REF period and, within Social Sciences, staff submitted for this UoA currently supervise 34 doctoral students.

The university studentships include the payment of fees and the provision of an annual stipend, supplemented by income from part-time teaching. In some instances, stipends have been supplemented by external income. Thus **Collins** supervises a PGR student, partly supported financially by NHS Health Scotland, while **Leith** attracted external funding from a community arts project for a studentship in September 2013.

PGR students undergo research training (described below), are supported by an experienced supervisory team, and provided with full research facilities; they are guaranteed £1000 p.a to support conference attendance and research development. There is a Research Students' Society, providing mutual support. Students complete a Transfer Event (with external assessor) to move from Masters to PhD registration, and there are annual Research Conferences, at which students present their work either orally or through a poster display. Within UoA22, research students also lead School seminar presentations and have been supported to organise events with other institutions. **Pyper** is a Board member of the Scottish Graduate School of Social Science and Doctoral Training Centre, and through these bodies, UWS

graduate students have access to networking opportunities and the annual DTC summer School.

d. Income, infrastructure and facilities

During the REF period, the total research income for this UoA has been £1.03 million. This has come from a variety of sources, including the EU, charities (Carnegie, Wellcome, Oxfam), central and local government, professional bodies and the NHS. Funding applications by staff are supported centrally by an Innovation and Research Office which focuses on advice both pre-application and during the submission process, and engages externally with research funders. Research groups within the School support research through top-up funding, provision of seedcorn money, support for conferences and dissemination events, purchase of equipment, research software etc. UWS has a full range of IT and Library facilities on all four of its campuses to support research.

e. Collaboration and contribution to the discipline or research base

Interdisciplinary research

Staff are committed to interdisciplinary working. Those submitted to this UoA comprise a mix of sociologists, psychologists, social policy analysts, social workers and political scientists, all of whom work within the School of Social Sciences. The School's research is primarily applied in nature but is not confined to particular disciplines.

A significant development in 2012 was the launch of a jointly-funded research partnership between the UWS and Oxfam. This evolved from a pre-existing relationship between the charity and individual academics and focuses on Oxfam's UK Poverty Programme in Scotland. It comprises a Policy Forum, research and knowledge exchange, involving individual funded research projects, and the provision of opportunities for student placements, internships and work-related learning. The Policy Forum is led by the School of Education, research by Social Sciences, and the internships and work-related learning by the Business School, thereby ensuring interdisciplinarity. **Collins** and **Dinan** occupy the lead roles and the Partnership is now funding several small projects with the potential to attract further external funding.

UWS has sought to encourage interdisciplinary working, both internally and externally. There are, for example, collaborations with health researchers. **McPhee's** outputs on drugs policy are co-authored with researchers from our School of Health, and new research proposals and studentships have been developed with Health staff. Much of our research on children and young people involves collaboration with the School of Education. Outwith the university, **Collins** undertakes research with health researchers at Glasgow University and **Taylor**'s work is interdisciplinary across the UK, encompassing epidemiology, behavioural science and virology. **Leith** has collaborated with linguists within UWS and at Glasgow Caledonian, and **Arnott** has, since 2008, been Associate Director of the Centre for Families and Relationships at Edinburgh. **Rafanell** has an Honorary Fellowship in the College of Social Sciences at Edinburgh, while **Sapouna** was awarded a Visiting Research Fellowship at Warwick (2010-2012) to conduct longitudinal research on bullying.

Networks, clusters, collaborations, and engagement with users of research

There is user engagement in a number of ways, with significant advice to government and the voluntary sector. At a European level, **Dinan** has provided expert research to the Public Governance and Territorial Development Directorate of the OECD (2009), while **Elstub** was an invited participant in a European Parliament workshop on citizen participation in 2011.

Within the UK, individuals have provided advice to Government at different levels. **Dinan** has provided evidence to the Public Administration Select Committee Inquiry on Lobbying,

McKechnie has provided expert research on child employment regulations for the Department for Education, **Pyper** was invited to participate in House of Commons Public Accounts Committee discussions on accountability and **Sproat** was invited to participate in Home Office research on financial investigations and organised crime (2011) and the Organised Crime Virtual Research Network (2012). He was also invited to submit evidence to Lord Stevens' Independent Commission on the Future of Policing, in 2012.

Within Scotland, advice to the Scottish Government has been provided by **Collins** (on regeneration policy), while **McPhee** served on the Scottish Parliament's cross-party committee on drugs. **Taylor** has worked with the Scottish Government, evaluating its Hepatitis C Action Plan, which informs decisions about Health Board funding. **Connolly** provided evidence to the Scottish Parliament's Public Audit Committee on cardiology services, and on evaluating the Health Weight Community Programme in 2011, while **Arnott** was commissioned as a policy expert on Scottish politics for the Applied Education Research Scheme, funded by the Scottish Government and the Funding Council. **Sapouna** was a member of various advisory groups when working as a Senior Research Officer with the Scottish Government. **Clark** has appeared as an expert witness in relation to court cases on gypsy traveller ethnicity.

In relation to the voluntary sector, **Collins** was commissioned by Oxfam to provide research and advice in relation to its UK Poverty Programme in Scotland and he works with NHS Health Scotland's Public Health Observatory, advising on the development of their research programme; Dr Gerry McCartney, the Observatory Head, is an Honorary Professor at UWS.

Staff have appeared on national and local media to talk about their work and disseminate it to a wider audience. **Clark, Collins, Pyper, Leith** and **Leon-Solis** have all appeared on current affairs and discussion programmes broadcast by the BBC or STV (*Newsnight, The Politics Show, Good Morning Scotland*), as well as news reports. **Ferguson** has been invited several times to comment on social care issues by *Newsnight Scotland.* **Gilligan's** work on sectarianism has been featured on BBC Radio Ulster and Radio Foyle, as well as Irish and Northern Irish newspapers. **McPhee** has advised BBC news on the workings of the Scottish Crime and Drugs Enforcement Agency and **Sproat** has been interviewed by the BBC's *Panorama* and also Swedish television in relation to crime issues.

Significant numbers of newspapers (for example, *Herald, Scotsman, Sunday Times)* and magazines (*New Scientist)* have covered aspects of research undertaken by staff and they have undertaken interviews for the newspapers concerned. **Collins** has been a regular columnist for *Scotregen,* the journal of the Scottish Urban Regeneration Forum, from 2004-2011. He has also contributed to the online journal *Scottish Review.* **Collins** has also been invited to present at a documentary film festival in 2009 in relation to benefit reforms.

National and international academic collaborations and academic recognition.

Staff are involved in a wide range of international academic networks. **Dinan** is a member of the Steering Committee of the European Alliance for Lobbying Transparency and Ethics Regulation (ALTER-EU), **Elstub** is a member of the European Consortium of Political Research Democratic Innovations, and **McPhee** of the European Working Group on Drugs-Oriented Research (EWODOR). **Collins** is a member of the International Society for Cultural and Activity Research (ISCAR) and was invited to a week-long ISCAR symposium in Helsinki in 2009. **Clark** is a member of the European Academic Network on Romani Studies, supported by the Council of Europe and on the Board of Directors of the Gypsy Lore Society. **Ferguson** is a Research Associate of the University of Witwatersrand in South Africa.

In a number of cases, there have been important international research collaborations. **Leon-Solis** is part of a Spanish research network funded by the Spanish Ministry of Investigation and Innovation, and **Gilligan** collaborated with academics in Paris on a series of research seminars on migration, funded by Humanities in the European Research Area (HERA).

Nationally, UWS is one of a network of universities involved with the Association of Chief Police Officers in Scotland (ACPOS) in the Scottish Institute of Policing Research and much of our criminal justice research (**Martin, Sapouna, Sproat**) relates to this partnership. **Collins** co-ordinates the Oxfam – UWS research partnership described above. **McKechnie** was Principal Investigator in a project in 2010 between UWS and Edinburgh for the Dept. for Education.

Seminars, journals, conferences, CPD etc.

Seminar and conference organisation has been undertaken by **Dinan** (Transatlantic Conference on Transparency Research, Utrecht, 2012), **Leon-Solis** (32nd Annual Conference of the Association of Contemporary Iberian Studies, Glasgow 2011), **Elstub** (Deliberative and Participatory Democracy in the UK, Glasgow 2010), **Leith** (international conference on Scottish devolution, Glasgow 2009), **Ferguson** (annual Social Work Action Network conferences), **Clark** (Gypsy Lore Society International Conference, Glasgow 2013), and **McNally** (Manchester Workshops in Political Theory, 2010 and Symposium on Contemporary Liberal Democracy, Essex 2008). Some individuals have organised panels within annual conferences of professional bodies, including **McNally** and **Leith** (Political Studies Association).

Gunson received funding from the Wellcome Trust to organise and chair an International Bioethics Symposium at UWS in 2011 on Habermasian Bioethics and it is intended to repeat the exercise in the future. Staff also organise day seminars in Scotland to discuss specific research, such as **Collins** (NHS Scotland Public Health Observatory in 2011).

In regard to academic journals, a number of individuals have editorial roles. **Dinan** is on the editorial board of *Interest Groups and Advocacy,* **Arnott** on the board of *Journal of Education Administration and History,* **Clark** on *Sociology Compass, International Journal of Romani Language and Culture* and *Journal of Sociological Research,* **Elstub** on *Representation* and *Journal of Democratic Theory,* **Ferguson** on *International Socialism Journal,* **Gunson** on *Journal of Clinical Research and Bioethics,* **Pyper** on *Public Policy and Administration,* **Gilligan** on *Ethnopolitics* (where he is also the Reviews Editor) and **Leith** has been a guest editor for a special edition of *National Identities.* **Leon-Solis** is joint editor of *International Journal of Iberian Studies,* while **Ferguson** is also co-editor of *Critical and Radical Social Work* and joint Series Editor for *Critical Issues for Social Work Practice,* with Palgrave.

Arnott, Clark, Collins, Connolly, Dinan, Elstub, Ferguson, Gilligan, Gunson, Leith, Leon-Solis, McKechnie, McNally, Poole, Pyper, Rafanell, Sapouna, Sim and **Sproat** have all been asked to peer review book proposals, and papers for a wide range of journals.

Professional associations and learned societies

Staff are active in contributing to professional associations and learned societies. **Elstub** is active in the Political Studies Association and convenes the Participatory and Deliberative Democracy Specialist Group (since 2009), and **McKechnie** is a member of the British Psychological Society's Undergraduate Education Committee. **Sim** was, until 2009, a member of the Chartered Institute of Housing's Scotland Board and Equality and Diversity Committee. **Ferguson** is a founder member and Steering Committee member of the Social Work Action Network. Staff also occupy posts on national and local advisory bodies and **Gunson** is a member of the NHS's West of Scotland Research Ethics Committee.

Academic recognition

An indicator of the success of staff at UWS is the academic recognition which they receive. **Connolly** was awarded the Sir Walter Bagehot prize by the Political Studies Association for his PhD research, while **Elstub** was awarded the Montaione Prize in 2010 – given to young researchers for the best paper on political participation. One of **Taylor**'s papers was selected as one of the top three scientific papers of 2011 by the European Monitoring Centre for Drugs and Drug Addiction. **Ferguson** was (jointly) awarded the Frank Turner Prize in 2008 for the

best paper in *International Social Work* journal in the previous year. In 2008, **Elstub** was elected FRSA. **Pyper** was elected an Academician of the Academy of Social Sciences. Since 2009, **Arnott** has been a member of ESRC's Virtual College and **Clark** is a member of the Research Advisory Group of the Scottish Human Rights Commission and of Runnymede 360.

Several staff have been conference plenary speakers. In 2010, **Collins** was one of two people from the UK invited to deliver a plenary paper at the Leibniz Institute for Regional Development and Structural Planning in Berlin, while **Gunson** was an invited speaker at the Nuffield Foundation in 2011 on the subject of solidarity as a core bioethical value. **Sapouna** gave a keynote address at the 9th National Congress on 'prevention in Schools and Communities' in Padova in 2013 and **Elstub** has been invited to deliver a range of seminars at UK universities and in Aalborg (Denmark), with whom UWS has a collaborative relationship. **Ferguson** has delivered keynote addresses in Bielefeld, Ljubljana, Basel, Milan and Dubrovnik and was the plenary speaker at the International Association of Schools of Social Work conference in Hong Kong in 2010. **Sim** gave two public lectures, at the National Library of Scotland in Edinburgh (2009) and at the University of Otago in Dunedin, New Zealand (2011).

Staff are regularly invited to review research grants, either at application stage, or as the rapporteur of completed projects, or to assess applications for Fellowships. **Arnott, Clark, Dinan, Elstub, Pyper, Sapouna** and **Sim** have carried out such reviews for the ESRC, **Collins** for the Chief Scientists Office of the Scottish Government, **McNally** for the University of Cambridge and **Sim** for the Research Council of Norway. **Clark** and **Sim** are currently members of Advisory Groups on ESRC projects at other universities and **Martin** is on the ESRC's Socio-Legal Studies Grant Assessment Panel.

PGR training

Staff in this UoA contribute to the UWS MSc in Research Methods for Business, Cultural and Social Sciences Researchers, which is delivered collaboratively by the Faculty of Business and Creative Industries and the School of Social Sciences. It provides a comprehensive research training and development to PGR students. The programme is interdisciplinary and capitalises on cross-Faculty links in research and research informed teaching provision. It adopts the ESRC guidelines for postgraduate training which emphasise the development of generic skills in research provisions and interdisciplinarity, as well as transferable skills of the researcher. All PGR students must complete the Certificate level of this programme. The university has also recently introduced an MRes degree, an advanced postgraduate degree that can be completed in one academic year. Students undertake 2–3 research projects which constitute the thesis. The MRes provides structured research study and may be used to begin a research career or as training for doctoral study.